**UbD6 and 7, MI 5 and 6**

These four chapters were based on how to get your students interested in the content that is being taught. UbD suggests that having alternative ways of teaching may be an effective way to get students more engaged. Some of these examples include strategies such as working with the students, parents and other teachers to design a lesson that may work well for the class. Teachers also have to make sure the content has meaning and the students are understanding the content that is being taught. To have both of these teachers must make sure that the learning environment is organized and allows the students to explore. This also connects to teachers “uncovering the content” instead of just covering it. Students will not learn if you go through a lesson too fast just to say that you have taught it. As a teacher you have to reach your students learning needs in a number of different strategies.

MI talks about the different strategies that can be used to hook the students into a lesson. Some of which include things like having Choice Time, Mood Music, Journal Writing, Color Cues, and Hands-On Thinking. Many of these activities have just one learning style in mind but you can use each one to reach out to a student in different ways. MI also emphasizes the importance of building lessons that tell the students what the big idea is so they know how it relates to their life or the world around them and allows them to uncover the content at the same time. One way of doing this is brainstorming ideas to your teaching approach to different students. As a teacher you can work with a small group or the whole class collectively and still be able to get through to your students.

This will all impact me and my class because it will challenge me as a teacher to stop and think of all the different people I need to teach and how each one of them will learn the best. I also need to find ways of helping all of the different learning styles at once and be able to balance the unit between each of these learning styles. This will affect my class because they will all have a point during the class where they can all do their best at what they are good at.

**MI Chapters 7, 9, 13, and 14**

All of these chapters talk about the ways teachers can use the Multiple Intelligences to their benefit as well as finding different ways to engage the students. It is important to make a classroom environment that supports some parts of the eight intelligences at all times. Some of these activities can include stations that go along with the eight intelligences. It is also important that you have your class set up so that students can learn in an environment that has all of the eight intelligences. This is important because if students are done their work they can still be learning on their free time in a style of their choice.

One things that I thought was an interesting idea was the concept of an MI school where there are school wide themes and teachers base their lessons off of that theme using the multiple intelligences. I also thought that it was interesting that you could put students of different age, grade and skill levels and use it to enforce diversity in the school and let less experienced students learn from others that know the content well. Something that is also important is the use of technology culture and careers in the MI theory. This would be important for me and my class because I could incorporate the MI theory through my diversity lessons as a Social Studies teacher.

The last chapter is different from the others in that it argues that there are nine intelligences instead of eight. This last intelligence is called the existential intelligence. This intelligence would be important to have in my classroom because it will help students that are in a more philosophical mindset learn in my class. A way that I could teach this intelligence is to describe how different religions affected different aspects of history. On the other hand this will also affect me because as a teacher I am not allowed to teach about religion because of the laws of separation of church and state. This will be challenging for me because many historical events happen because of certain philosophical and religious beliefs.

**UbD Chapter 8 and MI Chapters 8, 11, 12**

It is important to consider how you grade your students and make sure that they are based on the learning goals that are set for your students. Chapter 8 in UbD also makes it clear that you should base your grading off of the improvement the student has made over the year, not if they get everything right. You also have to take into consideration how to reach your students that may be more advanced or may have a learning disability. Ways to do this for advanced students are to challenge their intelligences that may not be the strongest and let them grow through learning and exploration. MI chapter 11 also says that some ways to help students with learning disabilities in the classroom is to keep them included in every activity as much as possible with the whole class. Another way to include students with special needs is to use their strengths of the multiple intelligences to their advantage instead of making them struggle with intelligences that they have a hard time with.

Something else that could be important in the classroom is using the multiple intelligences as a way to help you manage your classroom. Some ways of integrating the multiple intelligences into the classrooms are to get the students to pay attention in class other than yelling at them or using any verbal ways to make them become engaged. Some other things you could use the intelligences for are letting students know there will be a transition, getting them into groups, coming up with class rules, and dealing with behavior issues. The Multiple intelligence theory also shows how students can use certain parts of their intelligences to remember something that may be in another intelligence area.

This is important to my future class because they need to feel like their every learning need is being met. As the teacher I have to apply some of these methods to the best of my ability to reach out to students that may not always feel included in class discussion. I also have to challenge other students so they do not feel like they are bored in class. As a teacher I have to find the balance to keep all of my students engaged in what they are learning and I must also think of out of the box ways that I may be able to present the information.

**FIAE 7, 8, 9, 10**

Many schools think that grades are necessary to assess how a student has gained the mastery of a certain subject. However, grades are really just ways for students to compete and be compared to other students by their teachers. For this reason it is important to determine how a student can learn in a meaningful way without the grades that they have be a false representation of how the students work. Because of the diversity of students and their different backgrounds and home environment they may not be able to complete their assignments to the teacher’s standards. This in turn makes teachers have a certain bias over students and makes them feel sorry for the condition that they are in. It is also hard to determine what you should grade and what you should not grade such as participation or extra credit. It is not always the best thing to give a heavily weighted grade towards participation because this does not show what the student has or has not learned either. This goes the same for extra credit; extra credit can also be abused by the students to create a higher grade that may not have anything to do with the subject that they are learning.

As a teacher it is hard to determine what things are useful in class and which things will not accurately describe the student’s learning experience. Students can also abuse the right to redo assignments if given the opportunity. This will affect me and my students in class because it could determine whether or not their grade is good or bad as well as not take advantage of the opportunity that the teacher is giving them and get a lower score on the assignment. One thing that will also affect me as a teacher as well as the students it that homework should not be used as a big percentage of the student’s grade. I must make sure that the assignment is practice of something that the students have already mastered and make sure not to give them too much homework about something that the students have not learned about yet. I need to balance what I should grade with the fact that students have mastered a certain concept and understand that not all students master the same thing at the same times during the school year.

**FIAE 11, 12, 13, 14**

These four Chapters are based on how a teacher should grade and what is a fair way to grade in a differentiated way. It is not always fair to give students letter grades or grade on a 4.0 scale because it doesn’t show how the student progressed throughout the quarter or even throughout the school year. The book also discusses if it is fair to give a zero or can you just give a student a sixty because they are both considered to be an F in the grade book. This will not show their true potential and growth because the zero will make it hard for the student to raise their grade even if they are getting better grades the rest of the year. It is not fair to penalize a student for the whole year when they have only gotten a zero on one assignment. This will affect students in the classroom because they will feel like it could be too hard to bring the grade up. By getting discouraged the student could shut down and choose not to do any more homework for the rest of the quarter or even the rest of the year.

Also mentioned was grading scales and what is fair to use when using a grading scale and are number grades a poor way to show if a student is getting an A or an F. The number grade could show them that they are so close to getting a higher grade that the students could ask the teacher if there is any way to change it. This will affect me because it shows that the teacher should not be focused on the number of points that they get however I should focus on how the student did to improve from the last lesson or assessment. This also is reflected in the student’s report card which makes parents want to compare their child to another child in the class. Because of the number grading system parents want an easy to look at grade of how their child is doing. They typically don’t think about how their child has improved over the course of the class they mainly focus on if they are better than someone else in the class. It isn’t fair for the student or the teacher to have to be restricted to letter and number grades.